Professional Education Unit
Department of Music, Theatre, and Dance

Theatre Education Clinical Practicum EDSE 416

Teaching Internship with collaborative face to face and distance mentoring, supervision, and evaluation by University Supervisor and Cooperating Teacher

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DESCRIPTION OF COURSE:

EDSE 416 Clinical Practice. (12-0-12); I, II. This integrated, professional clinical experience is comprised of two parts: 1) A seminar component, and 2) A public school classroom component. Eligible teacher candidates must successfully complete all aspects of this course as determined by state, university, an assigned university supervisor, and a public school cooperating teacher. **Prerequisite:** Admission to the Teacher Education Program (TEP).

The classroom component consists of actual teaching in a public school setting for sixteen weeks under the supervision of a public school cooperating teacher. Observation, participation, teaching, and conferencing with the cooperating teacher are all part of this component. The student teacher participates fully in all activities (both curricular and co-curricular) which are teaching-related responsibilities of the cooperating teacher.

INTRODUCTION

The course is designed to align with the Morehead State University Mission Statement, the MSU Conceptual Framework for Teacher Education, the Standards of the National Council for the Accreditation of Teacher Education, New Teacher Standards developed by the Kentucky Education Professional Standards Board, and the Standards of the National Association of Schools of Theatre.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes (SLO's)

The course objectives and competencies directly parallel the Kentucky Teacher Standards set forth by The Kentucky Education Professional Standards Board. A detailed description of these competency expectations can be found at: http://www.kyepsb.net/teacherprep/standards.asp .

By the end of this course the student will:

1. Demonstrate a current and sufficient academic knowledge of the content area to develop student knowledge and performance.

2. Design/plan instruction that develops students' abilities to apply concepts and utilize skills

3. Create and maintain a learning climate that provides for student safety, builds confidence, and sets conditions conducive to student productivity and learning.

4. Implement and manage instruction to enhance learning and develop student abilities.

5. Apply and interpret appropriate assessments of student learning which will provide feedback for students and guide remediation and planning for subsequent instruction.

6. Integrate technology to support instruction and utilize technology to access and manipulate data, enhance professional growth and productivity, and communicate effectively with others.

7. Reflect on and evaluate specific teaching/learning situations in order to improve the instructional program.

8. Develop collaborative skills for working positively with supervisors, colleagues, students, and parents to the benefit of all stakeholders.

9. Evaluate personal teaching skills and dispositions and develops goals for personal, professional growth.

10. Identify and exhibit leadership characteristics which can be further developed to help the teaching candidate become an emerging educational leader.

Course Text and other Resources:

- Teacher Education Program Handbook (TEPH) 2009/2010 prepared by MSU Educational Services Unit (*Required Reading):*
  - www.morehead-st.edu/files/colleges/education/esu/clinicalpracticehandbook.pdf
- New Teacher Standards; Kentucky Teacher Standards Board and Certification
- Kentucky Department of Education Resources
  - Kentucky Learner Goals (http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/)
  - Kentucky Core Content
  - Kentucky Program of Studies

Related Resources

- World Wide Web-
- KTA-Kentucky Theatre Association
- NAST- National Association of Schools of Theatre
- NCATE- National Council for Accreditation of Teacher Education
- KTIP- Forms and Information for all levels (ICEC, KTIP)

SCHEDULE

Sixteen weeks off campus for practicum scheduled by University Student Teaching Director at State Accredited School District.

COURSE REQUIREMENTS:

Teaching Responsibility: Fulfillment of all teaching responsibilities assigned by the cooperating teacher

Regular Attendance: Attendance policy will correspond with the Teacher Education Program Handbook. Student teachers are to follow the cooperating school system schedule rather than the MSU semester schedule. **The University Supervisor and Cooperating teacher must approve any absence. Any excused absence (more than two) must be made up at the end of the semester.**

Completion of "TPA": See description in Teacher Education Program Handbook. Submissions of all assignments are to be made on TK20 and assignments are to adhere to all established deadlines for acceptance.

Attendance and Participation in three on campus seminars

Student Teacher Portfolio: Lsn. Plans, Short Lsn. Reflections, Resume, Philosophy of Theatre Education

ASSESSMENT:

The sixteen weeks of practicum will be assessed using the evaluation instruments found in the TEPH.

- The university supervisor and cooperating teacher(s) will each conduct four formal observations throughout the semester using the KTIP and/or MSU evaluation form
- (p 128 TEPH).
- Both the university supervisor and the cooperating teacher will use the rubric in the student teaching handbook to assess dispositions (p 116-118 TEPH).
- The TPA will be assessed by the university supervisor and one other university professor through a blind scoring process based on criteria and rubrics set in the MSU TEPH 2009-2010 edition. Student must receive a minimum rating of "2" (no "1" rating) on all areas of the TPA in order to be eligible for a grade higher than "C" for clinical practice.

Program:	**Clinical Practice EDSE 416**
Assessment	**Description**
Attendance	Attendance is an important professional disposition within the College of Education. Student teachers are expected to participate fully in all teaching activities of the cooperating teacher, including after-school teaching responsibilities. Student teachers are allowed two sick days which much be excused by university supervisor and cooperating teacher.
Time Card	Student teachers are required a minimum number of documented hours (135) in four areas: Observation, Participation, Conferences, and Teaching (see pg. 129 TEPH)
General Best Practice Seminars (3)	Attendance is required at all general seminars. Seminars address important issues of state standards, best practice, development of the TPA, and job placement.
Formal Observations: **4 by US, and 4 by CT**	There will be four formal teaching observations by the university supervisor and four formal teaching observations by the cooperating teacher. Formal observations require at KTIP format lesson plan submitted to the university supervisor two days prior to the observation. Teaching is assessed using the rubric found on p. 128 of the TEPH. Formal Observation will be followed by a face to face post observation conferences.
TPA-Critical Performance	The TPA encompasses the planning and implementing of a 3-5 lesson sequence and the written documentation of all aspects of the sequence including evaluation of student data and reflection on teaching. Evaluation is based on rubric standards and blind scoring by the university supervisor and another faculty member.
Teacher Disposition	Two Disposition Evaluations are done by the cooperating teacher(s) and the university supervisor (mid-term, end of term)
Professional Portfolio	Maintain a portfolio notebook with time card, short lesson reflections, Lsn. Plans, TPA, Resume, Philosophy of Theatre Education

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Aligned with→ Assessment↓ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	National Association of Schools of Theatre (NAST)
Attendance CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills, and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty Qualifications, Performance, and Development), 6 (Unit Governance and Resources	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures
Time Card CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills, and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty Qualifications, Performance, and Development), 6	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures

			(Unit Governance and Resources	
General Best Practice Seminars (3) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills, and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty Qualifications, Performance, and Development), 6 (Unit Governance and Resources	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures
Formal Observations CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills, and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty Qualifications, Performance, and Development), 6 (Unit Governance and Resources	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures
TPA-Critical Performance CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills,	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures

			and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty Qualifications, Performance, and Development), 6 (Unit Governance and Resources)	
Teacher Disposition CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills, and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty Qualifications, Performance, and Development), 6 (Unit Governance and Resources	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures
Professional Portfolio CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 6	Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap NCATE 1 (Candidate Knowledge, Skills, and Dispositions), 2 (Assessment System and Unit Evaluation), 3 (Field Experiences and Clinical Practice, 4 (Diversity), 5 (Faculty	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures

			Qualifications, Performance, and Development), 6 (Unit Governance and Resources	

GRADING FORMULA:

A letter grade will be assigned based on a wholistic evaluation of the following as compared to the descriptors on pg. 60, TEPH:

- A Summative Evaluation (which is the result of a collaborative evaluation between the University Supervisor and the Cooperating Teacher of formal observations and student teacher performance, Form on TK20)
- Evaluation of the "TPA" (see TPA grading scale below)
- A Disposition Rubric Evaluation from the University Supervisor and Cooperating Teacher (Form on TK20)
- Documented evidence of full participation in the clinical practice experience (Time Card, and Campus Seminar attendance signatures).

Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D

TPA Grading Scale:

All rubrics and grading scales for the TPA may be obtained online through TK20 or found in the clinical practice handbook.

A candidate may not receive a grade higher than a "C" for the Clinical Practice (CP) experience if any category on the Teacher Performance Assessment (TPA) is scored a "1" in the final evaluation.

If a candidate scores a "1", he/she has the opportunity to revise and resubmit, or accept a "C," "D," or "E."

Please remember that the final CP grade for EDSE 416 includes a compilation of scores, based on the entire Clinical Practice experience, e.g., seminar attendance and participation, observations and conferencing, disposition evaluation and TPA evaluation. The TPA evaluation will be reflected in the Clinical Practice experience.

Links to Websites for NCATE/ EPSB Alignment:

http://www.kyepsb.net/teacherprep/standards.asp This site contains the revised Ky. Teacher Standards.
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

http://www.kyepsb.net/teacherprep/cart/themes6.asp This site lists the four themes of pre-service teacher preparation that are integrated within this course.

Academic Honesty
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at:
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency